**Instructional Operating Supplies**

**ACRT-2011**

**I. Consumable Instructional Operating Supplies**

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.  

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.  

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

**Importance:**  
- ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.  
- ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.  
- ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.  

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**  
Instructional Supplies (Lottery) Automotive Collision Repair #12400-23201-43000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
<tr>
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<td>4903.0</td>
<td>297.0</td>
</tr>
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</table>

**Type**  
Increasing Cost  
**How Long?**  
Ongoing/Recurring

**Item to be shared with the following Department/Program: (Include any shared expenses)**

**Justification for Item (See Rating Rubric)**

1. Is it necessary for students to succeed in a series of courses?  

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

2. How will access for students be improved? How many students (annually) will benefit from
this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they’ve taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees.
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC. Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed. Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
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• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
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<th>Discipline Area</th>
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<td>A</td>
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Broad Category (for example in Chemistry - "Chemicals")
Furniture, Fixtures, and Equipment for Automotive Collision Repair # 11100-23201-64000-094900

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<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<th>Type</th>
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<tbody>
<tr>
<td>Increasing Cost</td>
<td>Ongoing/Recurring</td>
</tr>
</tbody>
</table>

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair.
Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Students in our classes must increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC. Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

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<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
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Broad Category (for example in Chemistry - "Chemicals")

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
<tr>
<td>1000.0</td>
<td>726.0</td>
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</table>

Type How Long?
Increasing Cost 
Ongoing/Recurring 

Item to be shared with the following Department/Program: (Include any shared expenses)

no

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

Students need shop towels in all of our courses. Students use shop towels to clean up after themselves. Without these towels, students cannot clean up after themselves after simulating repairs that will prepare students to work in the field of Auto Collision Repair.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sandpaper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.
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<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>A</td>
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<td>500 Students</td>
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Broad Category (for example in Chemistry - "Chemicals")
Other Supplies Automotive Collision Repair #11100-23201-45000-094900

<table>
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<th>Annual Cost</th>
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<th>Type</th>
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<tbody>
<tr>
<td>New</td>
<td>Ongoing/Recurring</td>
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</tbody>
</table>

Item to be shared with the following Department/Program: (Include any shared expenses)

no

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has
The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Students in our classes must increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

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<th>To Support</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>01</td>
<td>Annually: 500 Students</td>
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Broad Category (for example in Chemistry - "Chemicals")
Instructional Supplies Summer ACRT #11100-23201-43100-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
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<td>226.0</td>
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Type
Increasing Cost

How Long?
Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

no
Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our summer school courses. Students practice the correct procedures in the Auto Collision Repair Industry. Without these supplies we cannot simulate repairs that prepare students to work in the field of Auto Collision Repair.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer two Auto Collision Repair workshops with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to do collision repair. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. Students are attracted to our program because they know they can have the necessary tools, equipment and supplies to learn the tasks outlined in the ASE/NATEF standards for teaching Auto Collision Repair. All students enrolled in Auto Collision, Welding, Machine and Electronics will benefit. Having access to this equipment will allow students to use their class room knowledge, combined with problem solving and critical thinking, to successfully modify donor cars for electric retrofit. The ability to actually modify and retrofit existing vehicles will make COM unique in the Bay Area. This will attract additional students to the initial class and expose them to the many other classes available.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Students in our classes must increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.
# Instructional Operating Supplies

## Auto-2011

### I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC. 

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Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

#### Importance:

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In addition, how many times have you requested this item, but you have not received it?

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<th>Importance</th>
<th>Priority</th>
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#### Broad Category (for example in Chemistry - "Chemicals")

**Printer Cartridges**

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</thead>
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<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td>New</td>
<td>Ongoing/Recurring</td>
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</tbody>
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Item to be shared with the following Department/Program: (Include any shared expenses)

none

#### Justification for Item (See Rating Rubric)

1. **Is it necessary for students to succeed in a series of courses?**

We currently have seven laptop and two desktop computers from which students can access the databases and print repair and diagnostic instructions. We have nine printers that need cartridges.

2. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**
420 students use the printers in all courses.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

One of the Student Learning Outcomes states that a student will be able to demonstrate the use of current technology used in the Automotive Service and Repair Industry. This is the technology used today.

Students are required to show competence in the use of equipment both on manipulative and written tests.
Instructional Operating Supplies

BIOL-2011

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

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<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually</th>
<th>Discipline Area</th>
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<td>46 Classes</td>
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Broad Category (for example in Chemistry - "Chemicals")

Laboratory Supplies

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<td>1600.0</td>
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Type

Increasing Cost

How Long?

Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

This increase in our supply budget is necessary to cover the inflationary increases in the costs of laboratory supplies as well as recent increases in shipping costs. These supplies are necessary to run our laboratory classes, including multiple sections of Human Physiology (Biol 224), Human Anatomy (Biol 120), Microbiology (Biol 240), Intro to Biology Lab (Biol 110L), all three of our biology majors sequence (Biol 112A, Biol 112B, Biol 112C), as well as other classes offered by our department.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting
new students?

These supplies are used in classes that collectively serve over 1,100 students per year. If we lose the ability to buy the necessary supplies to run our labs, our reputation for offering rigorous curriculum will suffer, as will our ability to teach to our course outlines and honor articulation agreements.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Expected student learning outcomes will be those described in the corresponding course outlines for our laboratory classes. In order to teach laboratory classes and concepts as described in the course outlines, it is necessary to have the appropriate supplies.
Instructional Operating Supplies

CHEM-2011

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>650 Students</td>
<td>Chemistry</td>
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</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Chemicals, labware

<table>
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<th>Previous Cost</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
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Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

(See previous request in the amount of $4500 for justification of all supply needs.)

The chemistry discipline has a number of budget accounts. Before I go any further, I will say that we believe it would
be easier and make more sense if our accounts were reduced to one or two and that a significant portion of our supply monies came from the general fund as opposed to lottery funds. The fact that more than 2/3rds of our laboratory supply budget comes from lottery money in a state that has a $21 billion (billion with a B) dollar budget deficit last year makes us very nervous. At what point do the powers that be in Sacramento decide all that gambling money would be better spent fixing roads that can more smoothly take the masses to their local 7/11 to spend even more money on gambling than wasting it on young people who might actually take statistics and realize driving down said road, potholed or not, in order to buy a lottery ticket is a pretty stupid way to spend their hard earned dollars. Of course, when it gets over $100 million I drive down my pothole filled lane to the local quickie Snack and Booze for a five buck quick pick. I am pretty good with numbers and statistics, but at some point that -what if- just takes over, grinds me down and calls to me like the last Twix bar in the candy drawer. For the record, if I win, I will probably keep my job, at least part time, but most likely will not be department chair and pretty sure I will not ever write one of these again. But hey, I might donate some money to the science center so we will not have to beg for chemicals. I digress, back to budgets.

Below are a list of our accounts as of academic year 09-10. These we will request as rollover. Rollover accounts were not required information in this mini-review but on more than one occasion our "lottery" account went missing and a certain someone who shall remain nameless decided to put it back in the general fund because, as he said, it was lottery money and not used for ongoing supply costs. The problem with this logic was that the money was not supplemented with general fund money. So until that is official, I will keep reminding anyone reading this that we have a number of accounts, all of which need to be funded in order for us to just barely get by.

1) Inst. Supplies (restricted-Prop. 20 lottery money)

Chemistry Banner Account #
12400-22601-43000-190500. Consumables.

$5280
(rollover)

This is one of two chemical supply accounts and is the bigger by far. This account is funded via Prop 20 ('Lottery") money. Having this money come out of prop 20 is dangerous since we
can not always predict our prop 20 allocation. Since this is not an absolutely reliable funding source we suggest this dollar amount be allocated to our department from the general fund. If this cannot happen this year then we still need the money, from the lottery funds. Without these funds our program can not exist.

This money needs to be in our account July 1 in order to get chemicals for the fall semester at a discounted rate, which we rely on!

2) Contract Services Chemistry Banner
Acct. # 11100-22601-56700-190500

$900 (rollover). This is for rental of gas cylinders (nitrogen, argon, acetylene, hydrogen, etc.)

3) Rental Account: Chemistry Banner Acct. #
11100-22601-56600-190500

$350 (rollover). We use this money for supplies and incidentals. We have no idea why it is in a separate account from the others.

The two accounts below have been for years in the physical sciences. If I am not mistaken they are both for the administrative assistant for the Science Center. For this fiscal year these accounts may have been moved to the Dean’s account as they should be. I just wanted to make note of this so that the admin. assistant can get the money she needs for toner, chalk, etc.

# 11100-22601-56700-601000 ($200)
# 11100-22601-45000-601000 ($1200)
2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
• ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
• ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
• ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
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<td></td>
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Broad Category (for example in Chemistry - "Chemicals")

Chemicals

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<th>Annual Cost</th>
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Type
Increasing Cost

How Long?
Ongoing/Recurring

Item to be shared with the followng Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

The chemistry headcount has gone from 298 students in the academic year 2000-2001 to 637 students in the academic year 2009-2010, a 114% increase in just over ten years. The number of lab sections we offer has gone from 21 sections in 2002-2003 to 37 sections in 2009-2010. For many years our supply budget was $5280. In 2004-2005 we were given an additional, permanent increase in supply budget in the amount of $2250. Though that helped we are still underfunded and our hands are tied with regard to performing new, cutting edge experiments since we use all our budget just to get by. On top of the dramatic increase in enrollment and lab sections offered, our department has done an analysis of chemical costs. We chose ten common chemicals used throughout the semester in a number of classes and evaluated the cost in 2001-2002 to the current cost. The average increase in chemical costs (not including the dramatic increase in shipping costs) was 95.8%. Yes, you read that right, in ten years our enrollment has increase 114%, the number of sections offered has increase by 16 labs, and chemical costs have gone up more than 95%.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

They will be able to do labs. All 600 or more students taking chemistry can actually DO some chemistry experiments!

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don’t fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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In addition, how many times have you requested this item, but you have not received it?

Importance: Priority: To Support Annually: Discipline Area
A 01 200 Students dance

Broad Category (for example in Chemistry - "Chemicals")
Physical therapy equipment for all dance students, dance classes, all dance class SLO's and a new course "Body Conditioning for Dance Technique" One time only purchase.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0.0</td>
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</table>

Type: New
How Long: New/Will be Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
these items are not to be shared with other disciplines and the items will be a one time only or only needed to be replaced approximately every 5 years.

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?
Yes. Conditioning equipment for dancers is needed for every class in dance but dance history.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
All of our dance students present and future will benefit.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?
Many 2 year and all 4 year dance programs offer body conditioning courses. These courses are becoming mainstream and are required of dance majors. Our new facilities will provide the required storage space for balls, rollers, balancing equipment etc.

In each of our technique courses, students are expected "to be able to demonstrate classroom material". In order for students to be successful, they need to learn and demonstrate the benefits of conditioning.

Physical therapy equipment is inexpensive but necessary for our new class and possibly a new majors course, "Body Conditioning for Dance Technique"

The following is a COM AA degree SLO for dance:

1. Demonstrate and perform with intermediate to advanced technical skills in at least two of the following techniques, (modern, jazz and ballet.)
2. Create a personal conditioning program that addresses individual weaknesses in the areas of stretch, strength and ballet/dance theory.
3. Compare and contrast techniques and styles.
4. Synthesize elements from techniques with other forms of dance, i.e. hip hop, ballroom, African-Haitian, musical theater etc.
5. Identify and correct dangerous and incorrect alignment and technique.
6. Evaluate and critique live dance as an art form.
7. Analyze cultural dance history and it’s affects on dance today.

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7. Analyze cultural dance history and it’s affects on dance today.

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2. Create a personal conditioning program that addresses individual weaknesses in the areas of stretch, strength and ballet/dance theory.

3. Compare and contrast techniques and styles.

4. Synthesize elements from techniques with other forms of dance, i.e. hip hop, ballroom, African-Haitian, musical theater etc.

5. Identify and correct dangerous and incorrect alignment and technique.

6. Evaluate and critique live dance as an art form.

7. Analyze cultural dance history and it’s affects on dance today.

5. Identify and correct dangerous and incorrect alignment and technique.

In order for students to achieve this outcome, they need to use physical therapy equipment.

We can measure these outcomes by measuring the changes in physical condition and technical progress. We will do this using very specific rubrics in our technique courses which measure progress and change.
Instructional Operating Supplies

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
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In addition, how many times have you requested this item, but you have not received it?

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Broad Category (for example in Chemistry - "Chemicals")
Account 12400 23201 64000 093400 --- existing equipment budget

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Type  How Long?
Increasing Cost  Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

The electronic technology discipline is changing rapidly with the rapidly changing green technology field. The need for ongoing equipment increases as the technology changes. With the additions of solar thermal, a residential solar pv class and the on-going changes to the electric and hybrid auto fields, additional equipment is needed. Unfortunately, being at the leading edge of technology means constantly changing classes to stay up with the field.

2. How will access for students be improved? How many students (annually) will benefit from
this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Students cannot re-build the systems from year to year because there are no equipment. Updated battery technology, bluetooth reporting, changes in the solar thermal and pv fields constantly require additional equipment. We are forced to teach "this is how you would do it on an actual job site" rather than having the students actually experience what they will be doing.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Student learning outcomes are dimished. We can explain the design features and what the students would be expected to do, but cannot allow them to experience the actual work.

Students leave the classes with the basic knowledge of the subjects but no hands-on work to provide employers

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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Broad Category (for example in Chemistry - "Chemicals")

Account 12400 23201 43000 093400 --- the current instructional supplies budget

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Type
Increasing Cost

How Long?
Ongoing/Recurring
Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

The department does not currently have enough funds to operate during the year. The current amount will not cover the basic kits need for the fundamentals class. This leaves the solar pv class, the solar thermal class and the electric car classes with no monies for operating supplies.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Students cannot re-build the systems from year to year because there are no supplies. Wire, solder, fittings, flux, battery cables, connectors, etc are not available for the students. We are forced to teach "this is how you would do it on an actual job site" rather than having the students actually experience what they will be doing.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Student learning outcomes are diminished. We can explain the design features and what the students would be expected to do, but cannot allow them to experience the actual work.

Students leave the classes with the basic knowledge of the subjects but no hands-on work to provide employers.
Instructional Operating Supplies

English-and-Humanities-2011

I. Consumable Instructional Operating Supplies

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Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

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Broad Category (for example in Chemistry - "Chemicals")

Pinter toner for the Computer Writing Classroom (BC 101) and the Writing Center

<table>
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<th>Amount of Increase</th>
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Item to be shared with the following Department/Program: (Include any shared expenses)

Basic Skills, ESL, Counseling, Writing Center

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

Students often need to print research and papers for class to complete a lesson; in the writing center students often need to work on a hard copy to better grasp the errors and improvements in their writing.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
All students who use the writing center and the computer writing classroom will benefit from having access to a printer—over 1000 students. Counseling often uses these resources, along with ESL and English Skills.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?
Instructional Operating Supplies

Library-2011

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

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Broad Category (for example in Chemistry - "Chemicals")

Printer Cartridges

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<th>Previous Cost</th>
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Type: Increasing Cost
How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

Printer cartridges for HP and Savin printers in the library.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

3. What student learning or other outcomes are expected? Is it important to the achievement
of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

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### I. Consumable Instructional Operating Supplies

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<th>Discipline Area</th>
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<tr>
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**Broad Category (for example in Chemistry - "Chemicals")**

Color Printer

<table>
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<th>Previous Cost</th>
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**Type**

New

**How Long?**

New/Will be Recurring

**Item to be shared with the following Department/Program: (Include any shared expenses)**

**Justification for Item (See Rating Rubric)**

1. **Is it necessary for students to succeed in a series of courses?**

   Needed for the art and architecture students especially Art 102 and 103. Also need by business and health science students.

2. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**
3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?
I. Consumable Instructional Operating Supplies

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In addition, how many times have you requested this item, but you have not received it?

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Broad Category (for example in Chemistry - "Chemicals")
Welding Gases / Tank Rentals Account # 56700

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<th>Amount of Increase</th>
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Type Increasing Cost
How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

This is to cover the increase in gas tank(s) rental fees from our suppliers

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

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Broad Category (for example in Chemistry - "Chemicals")
Consumable Instructional Supplies - Sheet and Bar Stock Steel, Sheet Aluminum, Welding Rods and Wire Account # 43000

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<th>Annual Cost</th>
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Type: Increasing Cost  How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

Increase in budget to cover rising costs for metals and welding consumables. These costs have increased from 10% to 25%+ over the last five years while the budget has remained unchanged over the same period.
2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

This will help to cover the rising cost of materials per student due to the increase in class sizes. This will benefit the 80 - 100 students that regularly attend class.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

With the 10% increase in the budget will allow each student to further their hands-on training and increase their skill levels in order to gain their AWS welding certification and enter the welding industries.

I. Consumable Instructional Operating Supplies

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• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>01</td>
<td>5 Classes</td>
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</table>

**Broad Category (for example in Chemistry - "Chemicals")**

Machine and Metals Technology - Contract Services Account # 56700

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
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</table>
Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

This is to cover the increase in supplies and materials which are needed to teach this course to industry standards.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

This will help to cover the cost of materials per student due to the increase in class size.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

With the 10% increase in the budget will allow each student to further their hands-on training and increase their skill levels to enter the industries.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
- ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
- ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
- ‘C’ means that you would like this piece of equipment for your course(s) but can wait
for a future academic year. In addition, how many times have you requested this item, but you have not received it?

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<thead>
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<th>To Support Annually:</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>B</td>
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<td>5 Classes</td>
<td>Machine and Metals Technology</td>
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**Broad Category (for example in Chemistry - "Chemicals")**
Machine and Metals - Laundry Account # 56550

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<th>Amount of Increase</th>
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<tbody>
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<tbody>
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<td>Ongoing/Recurring</td>
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</table>

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. Is it necessary for students to succeed in a series of courses?
   
   Increase in cost of services

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

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**I. Consumable Instructional Operating Supplies**

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

**Importance:**
- ‘A’ means that your discipline cannot teach your course(s) without the requested
equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
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In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
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<th>To Support Annually:</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>01</td>
<td>5 Classes</td>
<td>Machine and Metals Technology</td>
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**Broad Category (for example in Chemistry - "Chemicals")**
Account #43000 $1633.00

<table>
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<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
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<td>163.0</td>
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<table>
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<tr>
<th>Type</th>
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<tbody>
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<td>Ongoing/Recurring</td>
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</table>

**Item to be shared with the following Department/Program: (Include any shared expenses)**

**Justification for Item (See Rating Rubric)**

1. **Is it necessary for students to succeed in a series of courses?**

   This is to cover the increase in supplies and materials which are needed to teach this course to industry standards.

2. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**

   This will help to cover the cost of materials per student due to the increase in class size.

3. **What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?**

   With the 10% increase in the budget will allow each student to further their hands-on training and increase their skill levels to enter the industries.
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

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<thead>
<tr>
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<th>To Support Annually:</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>01</td>
<td>5 Classes</td>
<td>Machine and Metals Technology</td>
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</table>

Broad Category (for example in Chemistry - "Chemicals")
Machine and Metals Technology Account# 45000 - $2000

<table>
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<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
<tr>
<td>2200.0</td>
<td>2000.0</td>
<td>200.0</td>
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</table>

Type: Increasing Cost
How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

This is to cover the increase in supplies and materials which are needed to teach this course to industry standards.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

This will help to cover the cost of materials per student due to the increase in class size.
3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

With the 10% increase in the budget will allow each student to further their hands-on training and increase their skill levels to enter the industries.
Instructional Operating Supplies

Music-2011

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
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<th>To Support Annually</th>
<th>Discipline Area</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>06</td>
<td>0 None</td>
<td>0 None</td>
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Broad Category (for example in Chemistry - "Chemicals")
Music (Sheet music, Pre-recorded CDs)

<table>
<thead>
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<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
<tr>
<td>2972.0</td>
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Type
Increasing Cost

How Long?
Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

The money that was in the previous years Prop. 20 (Lottery) fund budget needs to be added back to our regular instructional budget.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All of our existing students benefit from these supplies. Even if granted this request,
this amount of money is grossly insufficient to provide the needed materials and supplies. We have to beg borrow and steal to get by. This money is always greatly needed for these valuable instructional supplies to support the quality of our program.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

A student cannot learn anything at all if they don't have music to work on, or headphones to listen with, or a piano bench to sit on to perform. These are funds always needed to maintain our program.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>07</td>
<td>all Classes</td>
<td>Music</td>
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</table>

Broad Category (for example in Chemistry - "Chemicals")
media for audio and video recording. We record about 400 CDs annually, and approximately 200 DVDs, and about 60 mini DV HD video tapes.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>780.0</td>
<td>0.0</td>
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</table>

Type
New

How Long?
Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?
We record all our performances, so that students can learn from them. In order to do that, we must have blank CDs, DVDs, HD video tape, etc. The cost of these items keeps increasing while our supplies budge.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Over 230 students a semester will benefit from this request. Students need to evaluate their performance, and assess their progress. These are both essential to their success.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Students need to evaluate their performance, and assess their progress. These are both essential to their success. The existence of blank tapes is the only thing that allows the students' performances to be recorded.
Instructional Operating Supplies

Nursing-2011

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
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In addition, how many times have you requested this item, but you have not received it?

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<th>Priority:</th>
<th>To Support Annually:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
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<td>01</td>
<td>100 Students</td>
<td>Nursing</td>
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Broad Category (for example in Chemistry - "Chemicals")

ATI TEAS tests used in the nursing program admission process.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>3500.0</td>
<td>0.0</td>
<td>3500.0</td>
</tr>
</tbody>
</table>

Type: New

How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

This standardized test is part of the nursing program admission process and one of the few approved for use by the Chancellor's Office. Funding for the exam has been provided by the nursing grant but with the ending of this grant, and due to the fact this is a required test, funds are needed for purchasing the exams each year.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
Providing access to this test is required for admission into the nursing program. The admission policy approves 100 of the program applicants to complete the exam during each application period in the spring semester. Providing this exam without cost to the student is a positive in attracting new students to apply to this program.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

The validity of this exam has been reviewed and accepted by the Chancellor’s Office. In addition to providing a "cut" score to determine eligibility for admission into the nursing program, it provides valuable information related to applicant knowledge and competency levels in areas that have been proven to impact successful completion of nursing programs: sciences, reading comprehension and critical thinking.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<th>Priority</th>
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<th>Discipline Area</th>
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<tbody>
<tr>
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<td></td>
<td></td>
<td>96 Students</td>
<td>Nursing</td>
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Broad Category (for example in Chemistry - "Chemicals")
Supplies for nursing skills labs.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
<tr>
<td>7200.0</td>
<td>3700.0</td>
<td>3500.0</td>
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</table>

Type: New
How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is it necessary for students to succeed in a series of courses?

For the past several years, the nursing program has received a sizeable grant which has funded several student support projects, travel costs and a portion of the program supply costs. This is the final year of the grant and these costs must now be covered with district funds.

State regulations through the California Board of Registered Nursing require students to practice skills in a controlled environment like a skills lab prior to using these techniques in care of patients. It is essential to provide a realistic learning environment using industry-standard equipment and supplies which also means a heavy use of disposable supplies which results in ongoing costs.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Providing appropriate learning experiences for current nursing students serves several purposes: 1) improve safety for patient and student; 2) serve as a marketing tool when students perform well on the hospital units; 3) train graduates with the knowledge and skills to make them desirable in the job market and to employers.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

The funding for supplies is tied to specific skill outcomes which are measured through the courses and program. These skills are part of the nursing program curriculum which is approved and subject to review by the Board of Registered Nursing. Survey results from graduates and employers indicate that graduates do possess the essential skills to practice in the role of a registered nurse. This requested funding is needed to continue to provide the learning opportunities needed for these type of survey results.